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ABSTRACT

The paper describes "enrichment trips" in which disadvantaged handicapped students travel to various parts of the country to broaden students' awareness. Students had to earn their way through regular attendance, appropriate school behavior, academic achievement, and active participation in fund raising for the trip. Students and teachers worked together after the trip to develop an audiovisual program. Trip management principles that proved helpful included keeping the students busy in enrichment activities, publishing a precise trip agenda for parents, and selecting appropriate chaperones. Money saving ideas included writing to Chamber of Commerce offices, working with public school cafeteria services to pack breakfast food, and using vacant military barracks for accommodations. Money making suggestions, such as working with local civic clubs for contributions and applying for unspent United Way emergency funds, are also made. (CL)

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CREATING ENRICHMENT TRIPS FOR YOUR HANDICAPPED STUDENTS

By

Robert M. "Tommy" Barber

and

James L. F. Parker

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C.E.C. PROGRAM ABSTRACT

Creating Enrichment Trips for Your Handicapped Students. The program will begin by demographically describing the City of Galax, Virginia, and the Galax Special Education Program's philosophy toward creating enrichment trip experiences for its mentally handicapped school-aged population. As this philosophy is described, its relationship to several educational and societal ethics will be discussed. The next phase of the program will describe the preliminaries to and the actual 6 day long "1979 Spring Enrichment Trip" for some forty EMR, TMR, LD, and MH students in the Galax City Schools. At the conclusion, favorite, successful fund raising activities from the audience will be solicited. These will be recorded, and all persons in the audience will be asked to leave their mailing address in order that a complete listing of "Sure-Fire Handicapped Program Fund Raising Activities" can be sent to them at a later date.

PRESENTOR: R. M. "Tommy" Barber

The purposes and format of this presentation today will be as follows:

A - Explain the demographic factors relating to the City of Galax, Virginia, Galax's School System, and its Special Education Program.

B - Discuss my 5-point philosophy toward enrichment trips for Galax's handicapped.

C - View a 38-minute sound/slide presentation of Galax's most recent enrichment trip, entitled "1979 Trip -- West to the Mississippi."

D - Explain several principles of trip management in taking a lengthy enrichment trip.

E - Discuss seven money-saving ideas in decreasing the expenses of an enrichment trip.

F - Discuss ten money-making ideas in order to increase your funds for taking an enrichment trip.

G - Suggestions from the audience will be entertained as to their money-saving or money-making experiences in funding their special education programs' extracurricular activities, enrichment trips, etc.

A - THE GALAX (VIRGINIA) SCENE

Location: The Blue Ridge Mountains of Southwest Virginia; 8 miles from the Virginia/North Carolina line; 75 miles north of Winston-Salem, N.C.; 80 miles southwest of Roanoke, VA.

Population: Approximately 6,500 -- a town of furniture factories, textiles, and a Fiddlers' Convention

Social Statification: A town of a few "Haves" and a lot of "Have Nots"; thirteen millionaires and many persons working just over minimum wage; few unionized industries; a very small "middle class" Galax located in the Appalachian "mental/cultural retardation" region.

School System Size: Approximately 1,460 students; one High School; one Elementary School; and one Kindergarten

% of 2-21 Aged Handicapped in School System: Approximately 180, or 12.3% identified and being served in all program areas

Extracurricular Activities Throughout the Year for Galax Handicapped:

* Special Olympics for MR's
* Summer Camp for MR's, LD's, Speech, etc.
* Circuses for all handicapped
* Local enrichment trips for MR's, LD's
* Christmas shopping tour and party for MR's, LD's, etc.
* Major enrichment trips:

It is the philosophy that within a child's 12-13 year school experience that we create a series of major enrichment trips that would broaden a child's awareness of his country in four distinct directions from his immediate life environment. In 1975, the theme was to create enrichment trips for children in our special education program traveling east of Galax. We traveled to the Natural Bridge of Virginia, toured Richmond, and toured the Tidewater Area as we also took several children to the Virginia State Special Olympics.

In 1977 and again in 1978, our enrichment trip theme was "travel to the north". In those two years, we took consecutive trips, first of all to Washington, D. C., touring the Arlington Cemetery, the Smithsonian Museum, the White House, and several other points of historical/government interest for our children.

In 1978, we took an enrichment trip north through Baltimore; visited the Civil War/Gettysburg attractions; visited Hershey, PA, and toured the Hershey factory and amusement park; toured various points in Philadelphia including the Penn Center Museum, the Liberty Bell, viewed the various attractions in Independence Hall, and visited a major league baseball game.

In 1979, the emphasis was to take a trip west, and you will see in Mr. Parker's phase of the program various sound/slide highlights of visiting Oak Ridge, Tenn.; Nashville, Tenn.; St. Louis, MO; Louisville, KY; and various stops in West Virginia concerning the glass and coal mining industries.

In the very near future, 1982/1983, it is hoped that we can focus our attention on broadening enrichment experiences south of Galax -- possibly Atlanta, Florida, and the Eastern Seaboard.

In the past we have been very confident that these enrichment experiences have meant a great deal to the parents, because on many of the trips a parent being advised that his child would have this opportunity literally cried with joy that their handicapped child would be given these typesof broadening experiences. In many situations it was these parents that quite often had never traveled outside the State of Virginia nor had even had the opportunity to experience the United States culture and beauty outside the immediate Galax area.

B - GALAX'S SPECIAL EDUCATION PROGRAM'S "5-POINT PHILOSOPHY TOWARD ENRICHMENT TRIPS FOR THE HANDICAPPED"

Basically, there are five good points that we feel justify our concern for providing and creating opportunities on an enrichment basis for our handicapped students:

(1) The disadvantaged (culturally and mentally) handicapped segment of our Appalachian society needs more educationally-based broadening experiences than many children coming from middle- or upper-class homes that naturally experience travel and broadening experiences with their parents that have more economic means for doing so. In the past, we have noticed that many of our handicapped students on re-evaluations in our Psychoeducational testing actually increased in many of their vocabulary thinking abilities. We are not contending that enrichment trips will increase every child's IQ, etc.; however, we have noted some rather remarkable gains in intellectual achievement in several of these children that we have encouraged to go on these trips with us over the last five years.

(2) Many of our handicapped students need to physically experience the culturally as well as educationally enriching experiences that our trips bring to them. Many of these children certainly have been used to being a child entertained with nothing but TV at home and have always viewed their world outside their immediate environment through television; and the retention aspects of such has been minimal, we feel. We have noticed that a lot of our students still talk, even years after experiencing various enrichment trips, of some of these types of their activities and sights that they saw in person.

(3) Each handicapped trip participant needs to experience the positive feelings of earning their way on their trip. Many of these students that we have taken on these enrichment trips have been from second- and third-generation welfare recipient families. We certainly wanted to combat the "getting something for nothing" syndrome that many of these children are exposed to in their immediate environment. Concerning the 1979 trip that you will see in a minute, every one of the trip's participants had to "earn" their way in the following areas:

1. School Attendance -- They had to come to school 90% of the days for a whole semester.

2. Behavior -- Their behavior needed to be within tolerable limits. They could not be sent to the principal's office more than three times.

3. Academics -- Their academic subjects needed to have an acceptable level of achievement. They had to pass 80% of their semester subjects.

4. We asked each trip participant to actively participate in the money-making effort in creating the funds for enabling them to go on the trip. Each child had to account for at least $30 of trip money earnings.

(4) In view of the fact that the immediate Galax area has a rather limited career opportunity environment, we feel that one of the most beneficial things could be that these trips would open up other career awareness opportunities as the "work ethic" is reinforced to these handicapped students. In taking all of our enrichment trips, we have tried to visit as many different career-occupational sites as possible that would be different from those in the immediate Galax environment.

(5) Galax's enrichment trips should also complement the on-going educational process that they are experiencing within the public school system. First of all, it should reinforce previous learning that they may have had relative to various social studies experiences as well as language arts and math exercises that have been asked of them in past school activities or as they have engaged in various learning centers within the classroom. Secondly, we feel that these enrichment trips should stimulate subsequent learning in all classroom handicapped activities in which our trip participants would be engaged. We feel that the anticipation of the trip of these students has been very motivating as far as their interest in learning. Quite often as the trip is being planned and the agenda would be given to the various special education/regular education teachers, we have noticed a tremendous increase in various learning centers / educational activities which would begin to prepare the student for many of the trip experiences that they would be anticipating. Also, after the trip has been concluded, one teacher that was a chaperone on the trip was assigned the responsibility to collect many educational brochures, pamphlets, and free materials from each of the trip sites visited. Then, upon returning to Galax, she distributed these educational materials to various language arts, math, science, and social studies teachers in order that these materials be used as springboard experiences and reinforcing experiences of the trip sites visited.

Also, as you will see and hear shortly, Mr. Jim Parker, our school system Visiting Teacher, had the assignment on our trips of taking various slides of the different experiences that these

children witnessed. These have been made up into a sound/slide presentation in a truly tremendous way. Thus, the program that you will see in a moment is also used as far as showing to the children who went on the trip in subsequent class activities, as well as stimulating the interest in various children who did not go on the trip for various reasons.

C - CULTURAL ENRICHMENT TOUR -- AUDIO-VISUAL PROGRAM

PRESENTOR: Jim Parker

The production of the slide/cassette show of the cultural enrichment tour was locally done by teachers and students to get them involved in a total commitment of sharing their experiences and talents. This total sharing included the following:

(1) the writing and reading of the script;

(2) taping interviews;

(3) painting a collage which won first place in an art contest; and

(4) selecting the music which included religious, country, and rock sounds.

By their assisting me in the editing and re-editing of the program (Gateway Arch and ferry boat tours), this helped to reinforce in them the philosophy that Mr. Barber has addressed and the dedication of working together to do a good job. We praise them for a "job well done".

Acknowledgements:

Due to some tourist site restrictions in taking pictures, twelve slides were purchased from the Center of Humanities and Slide Vue series to augment the story as edited by the students and teachers.

(38-Minute Sound/Slide Presentation of "1979 Trip -- West to the Mississippi")

D - PRINCIPLES OF TRIP MANAGEMENT

PRESENTOR: R. M. "Tommy" Barber

Basically, there were a few points that we particularly wanted to be mindful of and briefly share with you concerning the trip management of our handicapped students on a multi-day enrichment experience:

(1) We felt it important to keep the children busy in enrichment experiences. Thus, on every day of the trip, we did not want to have but a very minimum of "dead time" that the children would be able to have to become bored and begin fussing and fighting among themselves. We found that as we used the suggested travel timetables on many good oil company maps, it was extraordinary how our traveling timetable ran on schedule. On our '79 trip, which you just saw, we did not vary 30 minutes off our schedule for six entire days. We found that as these children traveled from one sight to the next and trying to

pack in as many enriching experiences as possible during each day, we did not have any difficulty concerning children not wanting to sleep at night or getting up to run around and play from motel room to motel room.

(2) In taking these 40 students on our trip, we had eight children who were taking professionally-prescribed medications-- several seizure-control medications, etc. Certainly there is a great liability in taking a child so far away from home and having the potential of such a neurophysical condition occurring away from family doctors, clinics, etc. We found that it was highly beneficial to ask of our local community college (Wytheville Community College) that they offer to several of their registered nursing students a 6-day practicum which would entail traveling with us as chaperone-nurses. There were so many interested student nurses that they literally had to hold a lottery to select the ones that would be chosen to go on the trip. We also took advantage of several mental health technology students that were also training at the community college, and we found these students to be highly sensitive, qualified chaperones to these handicapped students.

(3) There were reluctances from dismayed parents in that their child would be traveling so far away from home--particularly from those who had never had such a broadening experience. Now, all of a sudden, their child was presented with this opportunity. We found that if we published, in advance, a very precise trip agenda sheet listing not only the sights that we would visit but also the time and date that we would be visiting these sights as well as the location phone number, this increased significantly the willingness of the parents to allow some of their children to go on the trip.

(4) In selecting our chaperones we basically went by the ratio of selecting one chaperone or chaperone-nurse for every four or five students; and, we found this to be a very comfortable management ratio. We found there were basically two ways that we used our chaperones, particularly in visiting various enrichment sights. First of all, as we visited various museums in which basically there was a fairly confined hallway-type traveling route, we found that if we would place several chaperones in the front and several chaperones in the back of our handicapped child group, we were able to move our entire group through these types of museums very efficiently without getting anybody lost. Using this technique, we toured the Smithsonian Institute back in 1978 for approximately one whole day and did not lose a child or have one stray off from the group. Secondly, as we visited more open situations in which movement could go in many directions according to the child's interest (like amusement parks, zoos, or more open museums), we found that if we assigned four or five children to one chaperone and told the chaperones to meet back at a designated time and place, this was the more efficient way of handling these enrichment experiences.

(5) We asked that the chaperones fulfill three very important requirements:

(A) First of all, they were to provide as much verbal-auditory stimulation as these children were experiencing visually the various enrichment sights. So, we asked that the chaperones talk and act as enthusiastically as they possibly could about each visited sight as they were viewing them with their group of four or five handicapped students. We felt that if our chaperones acted enthusiastically as well as talked/interpreted to each handicapped child what he or she was visually experiencing, this would be more productive as far as true learning.

(B) We wanted our chaperones at all times (as we were traveling on the bus, in the motel rooms, or visiting various enrichment sights... to give as many "warm fuzzies" or positive verbal attention as possible to our handicapped students on the trip. We felt that this personal attention experienced by these children would be a highly beneficial product of such a trip if our trip chaperones were offering these types of ego-elevating experiences.

(C) Even though an emphasis is given to that described in point (B), we required all of our chaperones to "dare to discipline". We wanted them to communicate to the children in their group that they would not put up with inattentiveness, going off from the group, throwing tantrums if they could not have their way as compared to the wishes that several of the other children might have in the group, or other similar behaviors. In the event that students in any group had trouble deciding which ride to ride or which sight to see next, we would ask the chaperone to sit all four or five on a bench and tell them to make up their mind among themselves as to what they wanted to see next...or nobody would move from the bench. This worked exceedingly well as far as a decision as to what would be the next experience for these children. Many times, if a child would "act out" in a repeated manner, it would only take one trip to the bus which was used as a time-out situation. Afterwards, we noticed a remarkable behavioral improvement in each of the children that had to be sent to the bus.

E - $$ SAVING IDEAS

Now, we will be discussing basically the finances of our previous enrichment trips and those things that have worked exceedingly well for us. In creating enrichment trips and financing them, basically there are two major considerations:

(1) Those things you can do in saving money or lowering the trip cost (administrative cost, etc.) in creating these trips; and

(2) Those things that you can actually do to make money in order to increase your trip account in paying for the various activities, meals, and lodging that an enrichment trip entails -- be it for one day or one week.

First of all, I'd like to share approximately seven money-saving ideas that we have found extremely helpful to us as we have created the five enrichment trips that we have taken over the last few years:

1. Plan your trip at least six months in advance and communicate your trip plans, agenda, etc., to various teachers and administrators that will be involved in providing preliminary educational experiences for the children on these trips. Quite often we have found that if we share these plans with various educators and even community groups, they have been able to give us various ideas, brochures, discount coupons, etc., pertaining to many of the sights that we were getting ready to visit; and a money savings was incurred because we communicated our plans well in advance to others around us.

2. We found that by writing the Chamber of Commerce offices of all of the trip-site cities and towns, this information provided us with many comprehensive listings of motel prices, cost-efficient dining sites, etc., that were beneficial in our shopping around for the best prices for our lodging, meals, etc.

3. We used a local human services SCAT's Line phone (or many major colleges have a SCAT's Line phone) in doing our trip preparation calling. For every sight, for every motel, for every dining/meal situation that we were going to incur on the trip, we called the management; and these calls were of no cost to us within the local school system, since it was on a SCAT's Line. Also, we found by calling we were able to personally negotiate in a money-savings manner many group rates and special rates with these managers and business proprietors.
In addition, we found that the personal call was a lot more beneficial than the formality of a letter in creating this negotiative atmosphere.

4. We made sure that we had an IRS tax exempt number for our school system (or, if your school system does not have one, find a non-profit civic organization that has one that would allow you to use it as far as sponsorship of your trip.) In calling various motel and food proprietors that we were anticipating visiting on the trip, we found that if we used the "Charge Us the Maximum - Then Write Us a Contribution Check" idea, this was very beneficial as far as creating even lower group rates, knowing the fact that we did have an IRS tax exempt number or was using one from a sponsoring civic group. Basically, this idea of "Charge Us the Maximum - Then Write Us a Contribution Check" works as follows:

   Let's take, for example, that your handicapped group wanted to travel to an overnight designation and you approached a motel proprietorship that you would like to have ten rooms that, according to his rates, ordinarily cost $32 per room. Instead of negotiating special group rates which he would not be able to take off for IRS contribution purposes, ask him if it would be o.k. if you wrote them a check for the ten rooms at $32 (which would be $320) and then he write you back a contribution check for the difference of that and the special group rate for which he was anticipating giving to your group. That way, he could use the check for tax purposes at the end of the year--knowing that

approximately 20-25% of any contribution amount would be realized money coming back to him in tax credit.

We found in approaching businesses (be they food businesses or motel businesses) with this idea that many proprietors would be willing to go below the group discount rate, knowing that they would have this type of tax credit coming to them at the end of the year.

5. In taking our trips, particularly our six-day trip, we did not plan on buying breakfast at any of our sight locations. We found that if we bought through our public school cafeteria services nonperishable snacks and breakfast foods, we were able to actually have six very well-balanced breakfasts for our students on the trip. Quite often, if you can buy from the cafeteria food services through the public schools, you can take advantage of various surplus and bulk prices that these food services are getting from their vendors. Also, we found that it was very motivating to the kids when other educators, even in cafeteria services, were getting involved in their trip, sharing the students' enthusiasm for taking the trip as well as furnishing various foods for breakfast, snacks, etc.

6. In visiting various enrichment trip cities, sights, etc., and if you are not able to negotiate special food prices for lunch , we have used the following as far as alternatives relative to money-saving ideas for our group's lunches:

   If you are traveling during the school year, quite often there are public school cafeterias, etc., that are open right near the trip site that you are visiting. The public school reduced lunch prices we found to be a tremendous money-saving venture. Also, the "chow lines" on various government reservations, military installations, etc., are significantly lower as far as prices are concerned. Quite often, if the commanding officer is approached well in advance, even special prices can be arranged going through military "chow lines". Oftentimes, even though we haven't used it, we have heard of other groups using the cafeteria services at various colleges. Again, using the tax write-off format, many of the cafeteria services have been willing to participate quite generously in creating reduced lunch and even supper prices at these educational institutions. They frequently will extend their facilities in order to show their sensitivity to handicap education. Furthermore, you should be willing to provide them with any documentation of what they need for their contribution purposes.

7. Instead of motels and paying for sleeping arrangements, the following are several suggestions relative to providing space for sleeping overnight:

   On our trip to Washington and Baltimore, we contacted Fort Meade and asked that we could have reduced rates in opening up a vacant military barracks; and this was exceedingly inexpensive as far as our overnight stay of three nights in the immediate Washington area. Also, we had the opportunity of being able to borrow from U. S. Army Reserve or National Guard units 25-man camping tents. Thus, if you are traveling in an area in which facilities and weather would permit overnight camping, students would find it very fun-filled to take along their sleeping bags and actually camp in the 25-man tents--certainly having a boys' tent and a girls' tent with chaperones included! Also, we found that as we were

traveling through various communities, that if contacts can be made with various school systems or possibly even National Guard Armories, the potential of your group sleeping in a gym (high school gym or National Guard Armory) is also a possibility as far as creating a very inexpensive way to travel. Again, for purposes of the school system or military service that may be providing a gym, armory, etc., you need to be willing to document various letters of appreciation, etc., for the use of such services. Quite often, this is all that is needed in creating this type of cooperation.

Even though we have not used this idea, the "take a handicapped child for a night" is a very good way to have various members of your traveling party taken care of by a family in the visiting site, city, etc. Quite often, this idea has been used by getting one of your hometown organizations to contact their sister organization in the city to which you are traveling. A request is made to see if various club members would take one or two handicapped children home with them that night and allow them to spend the night at their home and then feed them breakfast before returning them back to a central designation. Many band organizations have used this idea on traveling from one city to another, and have solicited the participation of many band booster parents in "taking in" band members from other cities that are traveling on tour. The same concept could work for handicapped children as well -- even to the point of handicapped parent groups taking in touring handicapped children, as well as civic organizations (as I have mentioned above.)

F - $$ MAKING ACTIVITIES & IDEAS

1. Build a relationship with as many local civic clubs, organizations, etc., as possible for contribution purposes. Quite often, we have found if we go to their meetings and get them to commit a project to handicapped students and their enrichment trips, this has been very meaningful to them as far as getting involved in helping a group of disadvantaged children. We have often asked them if we could help (for example, the Jaycees) to sell an item that they were interested in selling for their purposes (like Jaycee Apple Butter). Our children have sold many, many jars of this; and our handicapped students are almost synonymous for selling in Galax Jaycee Apple Butter for not only Jaycee purposes but also contribution purposes from the Jaycees to our children for our enrichment trips and Special Olympics. Another example is: our local newspaper has sponsored a local golf tournament for our special education extracurricular program activities.

   Concerning each of the civic organizations and clubs with which you have developed a relationship, make sure that you offer them an opportunity for a club program describing all of those things for which you have used their contribution money concerning your enrichment trips and activities. There have been numerous programs that we have provided for Galax's civic organizations centering around our philosophy of creating enrichment trips for our handicapped.

If you should receive any contribution from a club or any club has invited you to share in the profits of a money-making activity that they have initiated and your handicapped students' help has been solicited. . ., make sure that you write a "thank-you" letter. Also, offer them the opportunity to receive or hear a program from the special education director or group leader on the particular activity and how the money they gave (or donated from profits) was used as far as your handicapped activity's success.

2. Since most of our handicapped children come from welfare eligible families or at least Title XX eligible families, the use of these types of welfare funds can be very beneficial in creating funds for your enrichment trip or extracurricular activities. Under the welfare Title XX funding mechanism, there is a category called "Socialization and Recreation" that funding may be available from your local welfare agency. Basically, the funding works like this: Funding is possible as far as transportation, meals, paying for prices of entry of various disadvantaged, eligible children into enrichment or recreational sites. If you can come up with 25% of the trip cost via a donation from a local club (like the Jaycees or other organization in your community), Title XX funds will provide the other 75% of the payment.

   One constraint on this funding is basically that the "Socialization and Recreation" funds are tied in to one-day type of activities, be it transportation, food, entry into recreational and/or enrichment sites, etc. We have found that even though we can only apply for the funds for one day of our trip, this can be very beneficial as far as tying these funds in with other funds used for the rest of the trip days of your enrichment experience.

3. Usually, most community United Way campaigns have an "emergency fund" that may or may not be spent/used by the United Way funding year's end. Considering the fact that some of these funds may be available toward the end of the year, you may be able to apply for "X" number of dollars of United Way funding to help fund a portion of your trip.

4. Even though most school systems are fighting for every local, state, and federal dollar that they can get to provide the utmost as far as quality education for their regular and handicapped children, there are certain educational funds that may be used for sponsoring an enrichment trip. Certainly, local funds could be used, even though trip funds are not traditionally built into the budget. We have used (one time) the federal Public Law 94-142 Flow-Through Funds to pay for a portion of our transportation on our 1979 trip. Certainly, the intent of the school board as well as your local school superintendent has to be one of encouraging and cooperating with the endeavors of creating such enrichment trips for your handicapped children. As best as we can understand the intent of Public Law 94-142, these Flow-Through Funds can be used to provide extra opportunities of this nature that enrichment trips would bring to handicapped children.

5. Quite often, there may be other community organizations or groups with whom you may not have developed a personal, working relationship in sponsoring club activities for your handicapped projects. Yet, if your funds are still short, we have contacted our local Chamber of

Commerce in the past and received a listing of all community civic groups in the immediate Galax area. From that list, we have sponsored a letter asking for a general contribution to our enrichment trip fund. We were able to net several hundred dollars this way from groups that knew very little about our effort other than the fact that it was going to be a tremendous educational enrichment experience for our handicapped children.

6. There are many industries in any area, particularly those larger industries, that have a "community service fund" that is operated in a similar manner like the United Way campaign is in the community. Basically, employees give "X" number of dollars into a community service fund in that local industry; and then, it is up to the personnel department or a community service fund committee to issue out this money to various groups asking for donations.

7. Certainly, there are those things that any organization can sell as far as making funds for sponsoring your enrichment trip. We have found that using the general guideline that if a product cannot make you 40 to 50 percent profit, the selling endeavor is not worth our effort.

   Examples:

   Selling our apple butter for the Jaycees profited us 53¢ out of every $1.00 jar.

   Selling special Galax High School Maroon-Tide toboggans profited us approximately $1.20 out of a $2.25 toboggan.

8. We found that one of the <u>great</u> money-making fund raisers that we have used in the past has been the eating contest. Basically, this is operated by getting the cooperation of a fast food business (like Hardees, McDonalds, or Pizza Hut) to say that for the months of May and June, McDonalds (for example) will give us 10-15¢ for every "Big Mac" (or 25-50¢ for every Pizza Hut pizza) sold during that time to a student or student's family that designated that they came to that eating establishment for our fund-raising cause. On one particular occasion with the Pizza Hut, we sponsored an inter-school, competitive situation where various schools in the area were trying to "out eat" the other schools as far as numbers of pizzas. We had various "school pizza nights" on which the schools could send their students (or get their parents to take them to the establishment, etc.); and they had a very good time eating pizzas, being together, and, of course, we reaped the profits from it. We even offered a special pizza-eating trophy to the girl, boy, and school eating the most pizzas.

9. We have also found much success with a locally built "dunk the dummy" machine which entails two units of equipment: a basketball goal and a 4x4x7 ft. tank. If you make two out of three goals, you are then allowed to come over and pull a big lever -- and dunk a human. This has been particularly successful at local P.T.A. bazaars and setting up this type of apparatus at shopping centers on Saturday. We usually charge $1.00 for three tries; and on some occasions, we have earned two or three hundred dollars in one day with our "dunk the dummy" machine.

10. Certainly, contribution-type raffles are always a possibility. The one that we have found most successful is to sponsor a "One Week Fun in the Sun" contribution-raffle. One thousand chances were sold at $1.00 per contribution/chance in order that a person could win an entire week at Myrtle Beach, S.C., with, hopefully, their family. This has been effective particularly during the real cold winter months, when people's thoughts are on summer.

G - MONEY-MAKING SUGGESTIONS FROM THE AUDIENCE

Basically, there were two suggestions:

One student who was still in college told of their successes in their special education department selling pretzels for their handicapped children's extracurricular activities. Basically, these were sold at a 60% profit and, in that locale, was a very popular selling item.

Another audience participant told of the spaghetti supper idea, which realized several hundred dollars of profit for their particular special education department extracurriculars.